Pinellas County Schools

Northeast High School

2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics 3

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 10

Planning for Improvement 16

Positive Culture & Environment 32

Budget to Support Goals 32

Northeast High School

5500 16TH ST N, St Petersburg, FL 33703

http://www.northeast-hs.pinellas.k12.fl.us

Demographics

Principal: Michael Hernandez

Start Date for this Principal: 6/9/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (57%) 2016-17: B (55%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Table of Contents

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 10

Planning for Improvement 16

Title I Requirements 0

Budget to Support Goals 32

Northeast High School

5500 16TH ST N, St Petersburg, FL 33703

http://www.northeast-hs.pinellas.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	45%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

All Northeast High School Students will graduate prepared for college and career.

Provide the school's vision statement.

100% Student Success.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Hernandez, Michael	Principal	Oversee the safety, education, and operations of the school.
McWilliams, Aaron	Assistant Principal	Oversee the safety, education, and operations of the school.
Allison, Walter	Assistant Principal	Oversee the safety, education, and operations of the school.
Mullaney, Stacy	Assistant Principal	Oversee the safety, education, and operations of the school.
Muhly, Barbara	Assistant Principal	

Demographic Information

Principal start date
Tuesday 6/9/2020, Michael Hernandez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school
79

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	462	457	393	392	1704
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	54	74	78	76	282
One or more suspensions	0	0	0	0	0	0	0	0	0	32	23	11	12	78
Course failure in ELA	0	0	0	0	0	0	0	0	0	63	65	31	3	162
Course failure in Math	0	0	0	0	0	0	0	0	0	67	65	42	5	179
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	117	121	72	62	372
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	99	109	84	27	319

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	73	74	64	53	264

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	7	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

Date this data was collected or last updated

Tuesday 6/9/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	437	405	425	367	1634
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	104	83	85	89	361
One or more suspensions	0	0	0	0	0	0	0	0	0	44	36	19	18	117
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	93	46	44	4	187
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	157	130	105	53	445

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	81	95	67	38	281

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	16	3	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	0	4	6

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	437	405	425	367	1634
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	104	83	85	89	361
One or more suspensions	0	0	0	0	0	0	0	0	0	44	36	19	18	117
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	93	46	44	4	187
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	157	130	105	53	445

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	81	95	67	38	281

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	16	3	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	0	4	6

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	56%	56%	49%	49%	53%
ELA Learning Gains	56%	51%	51%	58%	48%	49%
ELA Lowest 25th Percentile	50%	43%	42%	50%	41%	41%
Math Achievement	43%	45%	51%	45%	46%	49%
Math Learning Gains	53%	44%	48%	43%	44%	44%
Math Lowest 25th Percentile	56%	41%	45%	38%	38%	39%
Science Achievement	73%	64%	68%	62%	63%	65%
Social Studies Achievement	69%	71%	73%	70%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	50%	54%	-4%	55%	-5%
	2018	52%	53%	-1%	53%	-1%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2019	52%	53%	-1%	53%	-1%
	2018	46%	54%	-8%	53%	-7%
Same Grade Comparison		6%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	62%	13%	67%	8%
2018	77%	63%	14%	65%	12%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	70%	3%	70%	3%
2018	69%	70%	-1%	68%	1%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	29%	55%	-26%	61%	-32%
2018	33%	57%	-24%	62%	-29%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	56%	-3%	57%	-4%
2018	56%	56%	0%	56%	0%
Compare		-3%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	48	38	27	51		55	57		86	20
ELL	34	56	43	16	45	63	56	43		95	53
ASN	66	67		50	60		87	84		100	81
BLK	21	43	41	17	37	46	44	47		93	41
HSP	48	54	52	36	58	63	59	52		91	54
MUL	53	65		46	44		100	82		88	64
WHT	62	59	55	54	57	56	83	78		91	58
FRL	40	52	48	35	52	60	67	60		90	50

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	40	33	30	31	15	46	46		88	25
ELL	20	45	50	35	45		48	60		91	67
ASN	63	62		50	47		71	82		96	65
BLK	25	48	49	19	29	22	51	61		85	47
HSP	31	45	41	42	37	30	67	60		93	46
MUL	56	42		64	55		89	88		100	50
WHT	61	55	49	51	52	47	84	74		91	54
FRL	41	50	46	37	43	31	70	67		88	48

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	46	44	32	49	45	29	43		81	20
ELL	18	48	46	26	53	53	36	36		61	43
ASN	59	61		57	59	70	71	83		86	56
BLK	30	43	42	25	34	33	50	47		86	29
HSP	40	57	47	36	39	45	54	62		85	37
MUL	60	59		52	39		68	79			
WHT	56	63	55	51	45	35	66	74		89	52
FRL	41	55	51	37	39	35	53	64		85	37

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	647
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Algebra achievement data shows the lowest performance with a proficiency rate of 29%. Contributing factors include the levels of proficiency of students when entering high school. Our students 8th grade math proficiency entering Algebra in 2018-2019 was 11% and in 2017-2018 8th grade math students entered with a 24% proficiency. Algebra made and 18% proficiency gain from 8th grade math to Algebra in 2018-2019 compared to a 6% proficiency gain from 8th grade math to Algebra the year before. As students cycle through Algebra to Geometry the overall proficiency scores tend to reflect how students entered high school. We had a group of kids entering at a higher math proficiency level in 2017-2018; thus, the proficiency was rate for 2017-2018 was slightly higher at 33% for Algebra. Our overall learning gains increased by 7% overall in math and by 20% for our lowest 25% students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science showed the greatest decline dropping from 77% proficiency to 73% proficiency totaling a 4% decrease. We had a larger amount of student taking science who are struggling readers indicated by their ELA FSA scores. This is a major factor contributing to the slight decrease. Science exceeded our district average by 13%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Algebra achievement data shows the lowest performance with a proficiency rate of 29% as compared to the state at 61%. This is a -32% gap. Contributing factors include the levels of proficiency of students when entering high school. Our students 8th grade math proficiency entering Algebra in 2018-2019 was
11% and in 2017-2018 8th grade math students entered with a 24% proficiency. Algebra made and 18% proficiency gain from 8th grade math to Algebra in 2018-2019 compared to a 6% proficiency gain from 8th grade math to Algebra the year before. As students cycle through Algebra to Geometry the overall proficiency scores tend to reflect how students entered high school. We had a group of kids entering at a higher math proficiency level in 2017-2018; thus, the proficiency was rate for 2017-2018 was slightly higher at 33% for Algebra. Our overall learning gains increased by 7% overall in math and by 20% for our lowest 25% students.

Which data component showed the most improvement? What new actions did your school take in this area?

Learning gains of the lowest 25% in mathematics showed the most improvement. Our school increased the lower 25% proficiency by 20%. Our school integrated a comprehensive tutoring program, our school integrated a math plan to help students deconstruct math problems and interpret the meaning of problems, and our school revamped the way that we tested students by ensuring teachers had active roles in supervision of students during testing.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our areas of concern are ELA and Algebra proficiency levels. Both areas need improvements for students to meet graduation requirements.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Overall Algebra Proficiency
2. Overall ELA Proficiency
3. Increase the overall attendance rates for students
4. Increase the our College and Career Acceleration rates
5. Increase proficiency in both Social Studies and Science

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our Algebra achievement data shows the lowest performance with a proficiency rate of 29% as compared to the state at 61%. This is a -32% gap. Contributing factors include the levels of proficiency of students when entering high school. Our students 8th grade math proficiency entering Algebra in 2018-2019 was 11% and in 2017-2018 8th grade math students entered with a 24% proficiency. Algebra made and 18% proficiency gain from 8th grade math to Algebra in 2018-2019 compared to a 6% proficiency gain from 8th grade math to Algebra the year before. As students cycle through Algebra to Geometry the overall proficiency scores tend to reflect how students entered high school. We had a group of kids entering at a higher math proficiency level in 2017-2018; thus, the proficiency was rate for 2017-2018 was slightly higher at 33% for Algebra. Our overall learning gains increased by 7% overall in math and by 20% for our lowest 25% students. Algebra and Geometry had a combined proficiency score for 43% from the 2018-2019 school year. This is a proficiency decrease of -2% from the year before which was 45%. Although our students showed significant learning gains. Our school has much to improve upon in overall math proficiency.
Measurable Outcome:	The percent of all Algebra students achieving Math proficiency will increase from 29% to 40%, as measured by the Algebra EOC. Overall Math proficiency will increase from 43% to 50%, as measured by the Algebra and Geometry EOC's.
Person responsible for monitoring outcome:	Michael Hernandez (hernandezmic@pcsb.org)
Evidence-based Strategy:	Math will integrate AVID (WICOR Strategies: Focused Notes, PRIDE and Collaborative Study Groups) reading and writing strategies to help students deconstruct math prompts. Culturally Relevant Teaching strategies and Universal Design for Learning strategies will be used to provide multiple opportunities to engage students.
Rationale for Evidence-based Strategy:	We use AVID's College and Career Readiness System to help our students learn and grow. AVID WICOR and CRT strategies are researched based practices to help all students succeed. Universal design for learning strategies will be included to allow students to have options for how they demonstrate mastery of learned content.

Action Steps to Implement

Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting.

Person Responsible Michael Hernandez (hernandezmic@pcsb.org)

Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards through the mathematics practice standards and by incorporating AVID's WICOR learning support strategies.

Person Responsible	Michael Hernandez (hernandezmic@pcsb.org)

Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content.

Person Responsible	Michael Hernandez (hernandezmic@pcsb.org)

Teachers will incorporated PSAT, SAT and ACT math practice skills into their courses. This will help prepare students for success on college readiness and state assessments.

Person Responsible	Michael Hernandez (hernandezmic@pcsb.org)

Administration will monitor the implementation of instructional strategies and provide feedback to continue instructional growth. The Marzano Instructional Growth Model and the school wide SIP walkthrough tool will be used for monitoring.

Person Responsible	Michael Hernandez (hernandezmic@pcsb.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Improved student proficiency in ELA. ELA proficiency has a direct impact on student literacy, which in turn, enhances student ability to improve performance across every academic area. Based on the last available FSA data, our current level of performance is 52% . The problem/gap is occurring because students are entering high school below proficiency levels. If learning gaps are addressed, the problem will be reduced by 3%.Our 9th grade FSA ELA proficiency data shows the largest gap compared to the state average. Our 9th graders demonstrated a 50% proficiency compared to the state average of 55%, totaling a 5% decrease in comparison with the state. Our 8th graders, (current rising sophomores), on entering high school had a 40% proficiency rate for FSA ELA achievement. Our proficiency data increased by 10% from 8th grade to 9th grade. Major factors include the reading and writing skills deficiencies of students entering high school. Our students did make significant progress as determined by learning gains. Both overall learning gains, and specifically learning gains of the lower 25% increased respectively by 4% and 3%. We must address the special circumstances created by the current Covid 19 pandemic; we need to rebuild, and to mitigate any identified loss of learning resulting from virtual instruction. Due to missed standardized testing we will increase numbers of rising juniors to take the ACT in September and October and re-emphasize focus on English grammar skills and conventions of writing to prepare for recent changes in SAT and ACT test format-specific focus should be on rising juniors and seniors who have not yet met the reading graduation requirement. Teachers and administrators will work collaboratively to further develop (a) skills for teaching in virtual environments, and (b) common lesson plans, and language, that support student achievement under the current uncertain circumstances.
Measurable Outcome:	The percent of all students achieving ELA proficiency will increase from 52% to 55%, as measured by the FSA.It is the expectation that all students know and understand the standards (with a focus on Key Ideas and Details and Integration of Knowledge and Ideas). Proficiency and understanding will be measured by student artifacts, cycle assessment data, FSA scores, ACT and PSAT/SAT test participation and resulting data. Break down the L25 into multiple categories to identify specific supports needed for each group (Mentors, small group instruction, etc.).
Person responsible for monitoring outcome:	Barbara Muhly (muhlyb@pcsb.org)
Evidence-based Strategy:	Creation and reinforcement of a common, literacy focused, cross-curricular language including an emphasis on student accountable talk to specifically target authentic writing (elaboration),Reading for TREES and Writing for TREES. This language to be embedded within AVID strategies (WICOR, CRT, and Collaborative Study Groups).
Rationale for Evidence-based Strategy:	To create a common cross-curricular language that students can take from classroom to test day. Invoking literacy for all students through the utilization of an empowered and collaborative school culture in support of a common Language through Scaffolding, TREES, Writer's Toolbox, Interactive Writing folder, School -wide multi-disciplinary writing and reading strategy supported by sharing of best practice. The rationale is intended to provide a solid approach for students to use for assessments through school-wide "Attitude leads to Achievement" Initiative as a means to increase learning gains, proficiency, sub-group performance.

Action Steps to Implement

Analyze data trends using FSA data and Write Score Data to amend current TREES strategies. Conduct PD in November and January to review cross-curricular expectations. Implement school-wide strategy and assess student evidence for progress.

Person Responsible Barbara Muhly (muhlyb@pcsb.org)

Daily Instructional Practice including:Data Chats quarterly,using Write Score Data/ Performance Matters Reading Data,Cycle Data. Pull out 1:1 instruction, Tutoring, Peer Coaching/Tutoring.

Person Responsible Barbara Muhly (muhlyb@pcsb.org)

Incorporation of PSAT, SAT and ACT reading and language skills practice within ELA courses for the purpose of better preparing students for success on college readiness and state assessments.

Person Responsible Barbara Muhly (muhlyb@pcsb.org)

ELA Professional Development: Specifically master scheduled common planning for ELA and Reading teachers in support of: Improving skills and sharing of best practices in teaching in a virtual environment, Achievement Level Cadres, Level PLCs,Teacher mentors, ELA Department PLCs, Sharing of general instructional best practices, and promotion of literacy through implementation of specific on -going school-wide strategies(WICOR, UDL, CRT, Restorative Practices, Collaborative Culture).

Person Responsible Barbara Muhly (muhlyb@pcsb.org)

Continue working with Performance Matters and support teachers in the development of formative assessments as a measure of ongoing student mastery of content. Teachers attend professional development on this at DWT.

Person Responsible Barbara Muhly (muhlyb@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our last level of performance was 73% as measured by the state end of course 2019 Biology assessment. below proficiency levels in Science. The problem/gap is occurring because students need added support in the area of literacy and deconstructing complex text when interacting with content area standards. If those instructional supports are implemented proficiency will increase by 5%.
Measurable Outcome:	The percent of all students achieving proficiency in Biology will increase by 5% from 73% to 78%, as measured by the Biology EOC.
Person responsible for monitoring outcome:	Aaron McWilliams (mcwilliamsa@pcsb.org)
Evidence-based Strategy:	The teachers will engage in content level common planning, engage students in hands on activities via Station Rotations, implement AVID strategies using WICOR, specifically Focus note taking, CRT, that support the 3 M's (Movement, mouth, and music). Teachers will begin to incorporate components of UDL to personalized learning opportunities building on the strengths of each student to provide increased achievement level and overall student success. Argument-Driven Inquiry Labs, gives students an opportunity to use investigative steps to explore how things work. Common planning will allow teachers opportunities to collaborate their efforts and take collective responsibility for the teaching and student learning. Station Rotations provide opportunities for the teaching/mastery check of new standards and allows for the review and re-teaching of deficient standards to occur. Students have hands on opportunities to interact with the content. (Social Distance modifications will be made)
Rationale for Evidence-based Strategy:	AVID WICOR will provide student opportunities to use Focus Note Taking and CRT strategies, which include researched based practices found to help students experience instruction in such a way that academic succeed is inevitable. Universal Design for Learning (UDL) will allow students opportunities to build on their strengths by engaging in flexible ways of representing, responding to and engaging in learning. Teachers will work with students to monitor their progress regulate and sustain their interest, effort, and persistence during a learning task. Argument-Driven Inquiry Labs, gives students an opportunity to use investigative steps to explore how things work. Students think critically by analyzing data, developing claims, providing evidence to support their claim and justifying their claim. Student's ability to think critically can be monitored as they gain greater levels of proficiency matriculating through the eight steps, which are the same per task and across disciplines.

Action Steps to Implement

WHAT – Teachers will engage in weekly common planning to create, review and analyze formative assessment benchmark data within Performance Matters and also data generated using Nearpod, Quizzizz, and Edulastic. Teacher will common plan using data for reteach opportunities.
During common planning and PLC's teachers will use summative and cycle data results to plan for reteach opportunities. Teachers will engage students in data chats that provides for additional learning opportunities using resources such as HSSC Bio.
Administration will attend and monitor common planning.

WHO- Biology and Environmental Science Teachers, Science Chair, staff developer, Administration
WHEN- Beginning in August, weekly

Person Responsible Aaron McWilliams (mcwilliamsa@pcsb.org)

WHAT- Station Rotations will be implemented as a way to introduce or review units of study allowing teachers to circulate and facilitate learning. Implementation will engage students in hands on experiences, collaboration and inquiry based task. During Station Rotations teachers will modify to plans to comply with social distance guidelines. As resources teachers will reference Share point and Online Pearson.
Administration will monitor the implementation of small group Station Rotation and provide feedback to continue instructional growth.The Marzano Instructional Growth Model and the school wide SIP walk-through tool will be used for monitoring.
WHO- Biology and Environmental Science Teachers, Science Chair, staff developer. and Administration
WHEN- Beginning in September at least weekly

Person Responsible Aaron McWilliams (mcwilliamsa@pcsb.org)

WHAT- AVID- The teachers will provide students with multiple opportunities for Focus Note Taking using the online HSSC Bio. resources.
Administration will monitor the implementation of Focus Note Taking and provide feedback to continue instructional growth. The Marzano Instructional Growth Model and the school wide SIP walk-through tool will be used for monitoring.
WHO- Biology and Environmental Science Teachers, Science Chair, staff developer. and Administration
WHEN- Beginning in August at least weekly

Person Responsible Aaron McWilliams (mcwilliamsa@pcsb.org)

WHAT- UDL- Teachers will attend District training to become better acquainted with the UDL concept. Teachers will provide students with multiple opportunities to access content using videos, digital platforms, digital programs, online text. (Nearpod, Quizzizz, Edulastics, Pearson etc.)
Administration will monitor the implementation of multiple means of representation and provide feedback to continue instructional growth. The Marzano Instructional Growth Model and the school wide SIP walk-through tool will be used for monitoring.
WHO- Biology and Environmental Science Teachers, Science Chair, staff developer. and Administration
WHEN- Beginning in September at least weekly

Person Responsible Aaron McWilliams (mcwilliamsa@pcsb.org)

What- Argument Driven Inquiry labs- Teachers will continue to participate in district PLC's to further acquaint themselves to Argument- Driven Inquiry labs that meet the taxonomy level aligned to mastery of standards. Teachers will implement Argument- Driven Inquiry in the classroom.
Administration will monitor the implementation of Argument- Driven Inquiry and provide feedback to continue instructional growth. The Marzano Instructional Growth Model and the school wide SIP walk-through tool will be used for monitoring.
WHO- Biology and Environmental Science Teachers, Science Chair, staff developer. and Administration
WHEN- Beginning in August Bi-weekly

Person Responsible Aaron McWilliams (mcwilliamsa@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Our current level of performance is 69% as evidenced in 2018-2019 US History End of Course Exam. The problem/gap is occurring because low student attendance and low proficiency in ELA. If improved, student attendance and proficiency in ELA the problem would be reduced by increased consistency with curriculum coverage and student learning gains would increase by at least 5%.
Measurable Outcome:	The percent of all students meeting proficiency will increase from 69% to 74% as measured by the results from the 2020-2021 U.S. History End-of-Course Exam.
Person responsible for monitoring outcome:	Stacy Mullaney (mullaneys@pcsb.org)
Evidence-based Strategy:	Teachers will engage students in culturally responsive teaching (CRT) practices that support movement, collaboration, and accountable talk using the WICOR learning support structure to raise achievement levels and close the achievement gap in social studies.
Rationale for Evidence-based Strategy:	Classroom will implement Universal Design for Learning (UDL) which will allow students to assess their own learning needs and monitor their progress and regulate and sustain their interest, effort, and persistence during a learning task. AVID WICOR and CRT strategies are researched based practices to help all students succeed.

Action Steps to Implement

Teachers will include AVID CRT strategies into daily lesson plans that support students at all levels.

Person Responsible Stacy Mullaney (mullaneys@pcsb.org)

Teachers receive professional development around inclusion of movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.

Person Responsible Stacy Mullaney (mullaneys@pcsb.org)

Teachers will work in Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies and UDL into the classroom.

Person Responsible Stacy Mullaney (mullaneys@pcsb.org)

Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement (individualized plans? SCALES); or to develop lessons that meet the rigor of the course benchmarks.

Teacher
Individual needs
Class needs

Person Responsible Stacy Mullaney (mullaneys@pcsb.org)

Strategy walks are organized for social studies teachers to view and reflect on the effective implementation of AVID WICOR, culturally responsive instructional practices and Universal Design Learning (UDL) in the classroom.

Person Responsible	Stacy Mullaney (mullaneys@pcsb.org)

#5. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	Our current graduation rate is projected at 96% for the 2019-2020 school year. Which is a 1% increase from the previous year. Our gap of students who did not graduate was primarily caused by students not meeting course credit requirements.
Measurable Outcome:	Our school will increase the graduation rate from 96% 2019-2020 to 97% in 2020-2021.
Person responsible for monitoring outcome:	Michael Hernandez (hernandezmic@pcsb.org)
Evidence-based Strategy:	Progress monitoring of students to ensure gaps are being identified and met. Incorporation of AVID College and Career Readiness System school wide. Extended Learning Programs to support student learning and assist with remediation in learning gaps.
Rationale for Evidence-based Strategy:	We use AVID's College and Career Readiness System to help our students learn and grow. AVID WICOR, UDL and CRT strategies are researched based practices to help all students succeed. Progress monitoring ensures that all students have opportunities to succeed.

Action Steps to Implement	
Course Failures and overall course history GPA for referral to credit recovery	
Person Responsible	Stacy Mullaney (mullaneys@pcsb.org)
Passing ALG 1 EOC score or concordant test score	
Person Responsible	Michael Hernandez (hernandezmic@pcsb.org)
Passing FSA ELA 10th Grade assessment score or concordant test score	
Person Responsible	Barbara Muhly (muhlyb@pcsb.org)

#6. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Our average daily attendance from the 2019-2020 school year was 96%. The problem/gap is occurring because of diverse beliefs regarding the importance of school attendance. If school attendance became a priority for all students and families, the problem would be reduced by at least 2%.
Measurable Outcome:	The average daily attendance will increase from 96% to 98% as measured by attendance results found in School Profiles data.
Person responsible for monitoring outcome:	Aaron McWilliams (mcwilliamsa@pcsb.org)
Evidence-based Strategy:	Parent contact documented in Focus, use of attendance recognition and incentives, assigned mentors, support via Teen Court, parent conferences including Watch list format, home visits as needed, and maintain CRT environment to enhance the learning experience.
Rationale for Evidence-based Strategy:	Attendance is the gateway to overall students success. By increasing student daily attendance and the kinds of experiences they have while in school, student achievement across all content areas will increase, thereby improving our overall graduation rate and further preparing students for college and career.

Action Steps to Implement

What: Provide ongoing monitoring of student attendance.
Who: Members of the Child Study Team lead by cohort administrators
When: Weekly

Person Responsible	Aaron McWilliams (mcwilliamsa@pcsb.org)

What: Meet to discuss attendance data collaborating our efforts and resources.
Who: Members of the Child Study Team lead by cohort administrators
When: Bi-weekly

Person Responsible	Aaron McWilliams (mcwilliamsa@pcsb.org)

What: Use PBIS supports to recognize student Attendance, which is one of the three A's and school-wide guiding practices.
Who: Teachers, administrators and PBIS team
When: Twice monthly

Person Responsible	Aaron McWilliams (mcwilliamsa@pcsb.org)

What: Restorative Practice
Who: Classroom teachers and student service staff
When: Weekly or as needed

Person Responsible	Aaron McWilliams (mcwilliamsa@pcsb.org)

#7. Other specifically relating to College and Career Readiness	
Area of Focus Description and Rationale:	Our current level of performance is 68% as evidenced 2019 school data The problem/gap is occurring because students who fall below a GPA of 2.5 are not obtaining industry certifications. If all students could earn an industry certification, a dual enrollment credit, or pass an AP exam the issue could improve by 7% .
Measurable Outcome:	The number of all students successfully completing their CCR goal will increase from 68% to 75% , as measured by the current 2019-2020 CCR results.
Person responsible for monitoring outcome:	Stacy Mullaney (mullaneys@pcsb.org)
Evidence-based Strategy:	Implement a program to educate faculty, staff, students and parents about the value of industry certifications, dual enrollment and AP courses so that all stakeholders understand the importance/value of college/career readiness. Strategic scheduling that allows all students multiple opportunities to obtain an Industry Certification, Dual Enrollment Credit, and or passing AP score.
Rationale for Evidence-based Strategy:	Students who are college and career ready will improve their resume by earning industry certifications and earn college credit by taking dual enrollment and earning a qualifying score in AP courses.

Action Steps to Implement

Educate all stakeholders on the value of Industry Certifications, Dual Enrollment, and Advanced Placement, Extended learning opportunities, AVID Strategies, and practice examinations will be implemented to increase the success potential of students in Industry Certification courses.

Person Responsible Stacy Mullaney (mullaneys@pcsb.org)

Implement pilot program VE Career Readiness to provide students with knowledge, industry experience,and/or interest in business, accounting, marketing, entrepreneurship or a related filed to contribute to the success of the student.

Person Responsible Stacy Mullaney (mullaneys@pcsb.org)

#8. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	As we provide families/communities diverse opportunities for home to school communication, family/community engagement will no longer surface as an area in need of improvement resulting from the following formative and summative data. -Annual Advanced Ed Survey, -Informal meeting surveys - Teacher/staff feedback The challenges associated with low parent/community engagement include inflexible work schedules, conflicting meeting times, limited use of available communication tools, transportation challenges, and a misnomer that high school age students are more independent. When we more effectively provide parents with various mediums in which to bridge home to school communication the rate in which parents are engaged in their students education will improve student achievement and learning.
Measurable Outcome:	Effective family and community communication will increase by 5% from 76% agreement to 81% as measured by AdvanceEd survey results.
Person responsible for monitoring outcome:	Aaron McWilliams (mcwilliamsa@pcsb.org)
Evidence-based Strategy:	We will focus our attention on providing parents multiple opportunities to access district approved communication tools or platforms as a means to stay abreast of their students education. such as the following. Our scrolling school marquee, parent connect, Focus, school web site, Facebook page, Peachjar announcements, emails, telephone calls or conferences, classroom news letters and teacher emails will be used.
Rationale for Evidence-based Strategy:	When increased opportunities are provided for home to school communication using a variety of mediums, parent/community involvement improve and student achievement and learning increases. Educators instinctively know: Students do better academically and socially when parents are engaged and positive relationships are formed. Several research students confirm what educator know; parent involvement in education is crucial. No matter their income or ethnic background, students with involved parents are more likely to do better in school resulting in higher grades, test scores, regular school attendance, better social skills, improved behavior, and overall adaptation well to school.

Action Steps to Implement

What: Providing families withe multiple communication and informative platforms such as Academic Progress Reports, Freshmen Orientation, Back to School Night, College and Career Nights, Freshman Transition Meetings, Discovery Night
2. Who: Teachers, Counselors, and Administrators
3. When: Ongoing throughout the year.

Person Responsible	Walter Allison (allisonw@pcsb.org)

#9. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Creating a school culture and environment mindful of Equitable and Diverse practices We will make every effort to better build relational capacity, empower student voice, hold high expectations for all students, and create inclusive classroom environments where students feel a sense of belonging, which leads to increased academic success in academic areas of deficiency in ELA and Algebra. * Use of ongoing PD (Professional Development) * Use of increased Equitable Practices (equitable grading, culturally relevant teaching, restorative practices, etc.)
Measurable Outcome:	Goal- To increase equitable practices A better understanding of the students' personal and cultural identities and how these cultural differences and perspectives on how students' access, engage, perceive, and express learning Outcome measures: Learning environments reinforce a sense of social and academic belonging. ¨ -students' cultural and background experiences are valued and celebrated as an essential part of the collective culture Students are seen as valued and contributing members of the community and perceive teaching and learning as meaningful. ¨ -during the formative process, grades are not evaluative, but rather indicators of movement towards standard proficiency -grades reflect students' mastery of the standards Every learner has the resources to meet or exceed social and learning expectations.
Person responsible for monitoring outcome:	Aaron McWilliams (mcwilliamsa@pcsb.org)
Evidence-based Strategy:	To address mindset shift for the adoption of equitable practice, we will participate in continued school-wide PD The will include the following: strengthening culturally relevant practice through targeted PD We will measure progress by recording the number of PD sessions and the number of teachers who attend. We will conduct observations of changes in teacher practice using a CRT classroom walk-through tools and AVID documentation We will measure long-term student outcomes by examining data outcomes in ELA and Algebra areas to ensure reduction in the achievement gap.
Rationale for Evidence-based Strategy:	Equitable practices, (equitable grading, culturally relevant teaching, restorative practices, etc.) will provide teachers a reservoir of resources and tool to draw from to best ensure all students have the opportunity to experience a positive school experience resulting in proficient academic performance.

Action Steps to Implement

What: Conduct ongoing PD that enhances the implementation of equitable instructional practices
What: Administrative walk-through process is used to monitor implementation of PD. Strategy Walks are used as a practical, hands on PD embedded within the identified school day.
Who: Administration and Site-based Equity Champions
When: Ongoing and at least three times throughout the school year

Person Responsible	Aaron McWilliams (mcwilliamsa@pcsb.org)

#10. Other specifically relating to Bridging the Gap (African American Achievement)	
Area of Focus Description and Rationale:	Our current gaps show that our overall ELA proficiency data is at 52% proficient with our African American subgroup at a 31% proficiency. Our current gaps show that our overall Algebra proficiency is 29% with our African American subgroup at a 12% proficiency. The problem/gap is occurring because students are entering high school with low proficiency in reading, writing, and mathematics. If learning gaps are identified and addressed, the problem would be reduced by 5% in ELA and 10% in Algebra.
Measurable Outcome:	The percent African American student's proficiency will increase 31% to 36% in ELA and from 12% to 22% in Algebra, as measured by the FSA state scores.
Person responsible for monitoring outcome:	Aaron McWilliams (mcwilliamsa@pcsb.org)
Evidence-based Strategy:	Mentoring support for our African American subgroup. Restorative Practices,UDL, CRT strategies, and a focus on building relationships
Rationale for Evidence-based Strategy:	Culturally Relevant Teaching practices, UDL, and Restorative Practices create a school culture conducive to maximum student learning and improvements.

Action Steps to Implement

WHAT: We will conduct professional development for all teachers to keep their skills current in Restorative Practices and CRT strategies
What: We will identify Restorative Practice champions to serve as model classrooms
2. WHO: All Teachers, All Counselors, All Administrators, All Staff
3. WHEN: Ongoing throughout the year with weekly PLC's and Leadership meetings.

Person Responsible	Aaron McWilliams (mcwilliamsa@pcsb.org)

#11. Other specifically relating to Conditions for Learning	
Area of Focus Description and Rationale:	Currently 30% of students received and office disciplinary referral (ODR). The problem is occurring with high numbers of referrals indicating classroom disruption/ defiant behavior. If Restorative Practice initiatives are consistently used and PBIS initiative are in place to reinforce desired behaviors, a culture of trust would increase and the problem would be reduced by 5%.
Measurable Outcome:	The percentage of student receiving ODR's will decrease from 30% to 25%, as measured by School Profiles data.
Person responsible for monitoring outcome:	Aaron McWilliams (mcwilliamsa@pcsb.org)
Evidence-based Strategy:	-Restorative Practices: Strengthen the ability of all staff to establish and maintain positive relationships with all students. -Restorative Practice- Identify within each discipline champions to serve as classroom models for their peers PBIS- A positive reward or recognition system helps to sustain desired results over time. (Alignment to the school's Three A's Guiding Principles) -Culturally Relevant Teaching: Support the implementation of engagement strategies that support the development of instructional teaching practices aligned to culturally relevant teaching practices (3M's: Music, Mouth, Movement) -Social Emotional Learning: Supports provided to meet the needs of each learner through relationships and personalized learning
Rationale for Evidence-based Strategy:	Restorative Practices and Culturally Relevant Teaching practices create a school culture conducive to maximum student learning and improvements.

Action Steps to Implement

What: The academic, social-emotional and behavioral needs of each and every student exhibiting deficiencies are known and met.
Who: All teachers, All staff, All Counselors, and All Administrators
When: Daily

Look like..., sounds like..., monitoring...

Person Responsible	Aaron McWilliams (mcwilliamsa@pcsb.org)

#12. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	Our current level of performance is a 1 out of 6 as evidenced in the Alliance for healthier Generation (Healthy Schools Program Framework). The problem./gap is occurring because of not meeting the health promotion goal for staff and for not meeting physical activity program goals. If we meet our two goals that are in progress, the problem would be reduced by five modules.
Measurable Outcome:	We will be eligible in 6 out of 6 modules for bronze recognition by April 2021 as evidenced by the Healthier Generation's Healthy Schools Program Framework.
Person responsible for monitoring outcome:	Walter Allison (allisonw@pcsb.org)
Evidence-based Strategy:	Enhance Staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy:	To ensure that all policies and practices support staff and students to eat better and move more.

Action Steps to Implement

What: Assemble a Healthy Schools team to create a framework to meet health promotion goal.
Who: Healthy Schools Team (Mrs. Poulson and Ms. Swenson, Cafeteria Manager (TBD), Mr. Allison - AP
When: Ongoing through the year with a completion date in the month of April 2021

Person Responsible Walter Allison (allisonw@pcsb.org)

Bring PT Academy back to school for after school workouts for students interested in a healthier lifestyle.

Person Responsible Walter Allison (allisonw@pcsb.org)

Work with the trainers from the PT Academy to see if they would be willing to offer a training program designed for our teachers and staff.

Person Responsible Walter Allison (allisonw@pcsb.org)

Document and provide evidence for each of the six modules for Healthy Schools Framework. These modules will be submitted to apply for Bronze level status in April 2021.

Person Responsible Walter Allison (allisonw@pcsb.org)

No description entered

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Empathy, respect, and appreciation for diversity and differences among others are built into structured and unstructured activities, resources, and time in countless ways within the school climate and community. Meaningful instructional practices include differentiation, leadership groups, extra curricular and academic activities, assemblies, AVID, academy events, spirit events (homecoming week, senior appreciation week, moving-up ceremony, pep assemblies, PMAC events, Just Say Hello initiatives, random acts of kindness), and community/parent nights are ways in which differences in abilities, aptitudes, backgrounds, and other human characteristics, conditions, and dispositions are embraced and celebrated at Northeast High School. It is of the utmost importance to the faculty and staff of the school to ensure that Northeast High School, including its physical campus and its extended programs, reach beyond the classroom walls and remain inclusive for all students, families, and stakeholders.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$1,420.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2641 - Northeast High School	School Improvement Funds		$1,420.00
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$1,420.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

			2641 - Northeast High School	School Improvement Funds		$1,420.00
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$1,420.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2641 - Northeast High School	School Improvement Funds		$1,420.00
4	**III.A.**	**Areas of Focus: Instructional Practice: Social Studies**				**$1,420.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2641 - Northeast High School	School Improvement Funds		$1,420.00
5	**III.A.**	**Areas of Focus: Instructional Practice: Graduation**				**$1,420.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2641 - Northeast High School	School Improvement Funds		$1,420.00
6	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**				**$0.00**
7	**III.A.**	**Areas of Focus: Other: College and Career Readiness**				**$0.00**
8	**III.A.**	**Areas of Focus: Culture & Environment: Community Involvement**				**$0.00**
9	**III.A.**	**Areas of Focus: Culture & Environment: Equity & Diversity**				**$0.00**
10	**III.A.**	**Areas of Focus: Other: Bridging the Gap (African American Achievement)**				**$0.00**
11	**III.A.**	**Areas of Focus: Other: Conditions for Learning**				**$1,420.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2641 - Northeast High School	School Improvement Funds		$1,420.00
12	**III.A.**	**Areas of Focus: Other: Healthy Schools**				**$0.00**
					Total:	**$8,520.00**